

I. PPG'S INSTRUCTIONAL DESIGN AND DEVELOPMENT CERTIFICATE PROGRAM

Well-run companies are finding it increasingly important to educate their workforce. Recent studies show that an increase in education and training investment is followed by improved performance:

- Learning is becoming an increasingly important function for companies to develop and maintain individual and organizational skills needed to sustain a competitive advantage, increase efficiencies, and improve business results. (*IBM Research, January, 2006*)
- As organizations face stronger global competition, business leaders recognize that employee learning and skills development is more important than ever to grow and sustain a competitive advantage. (*ASTD, December, 2005*)
- Companies that spend more than the average amount on training have a higher placement of internal hires, and that reduces, in real dollars, recruiting costs and downtime... "The other thing we're able to show is that companies that spend more on training have lower annual turnover." (*Workforce Management, September 2001*)

It logically follows that the effectiveness of today's organization is positively correlated to the way in which training and education programs are assessed, designed, delivered and evaluated. Peak Performance Group's (PPG) Training and Education Specialist Program empowers participants with practical, relevant tools and processes to create training and education programs that are aligned with business objectives and can be measured to demonstrate efficacy in supporting the organization.

II. KEY FEATURES AND BENEFITS

The PPG's Instructional Design and Development Program design is based on proven principles and theories from the disciplines of adult learning, instructional design, human motivation and learning, and developmental psychology.

The program features an integrated curriculum with measurable learning objectives tied to key competencies that are revisited throughout the seven modules and connected to the various phases of the training and development cycle.

Training and education are approached systemically and positioned as a value added function that supports broader organizational objectives and initiatives.

Specific features and benefits include:

FEATURES

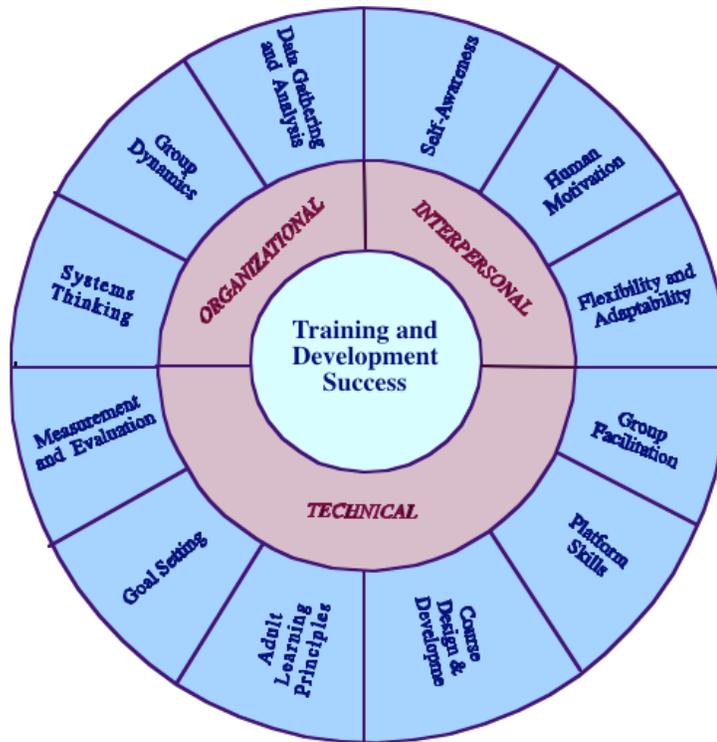
BENEFITS

<ul style="list-style-type: none"> • Adult education model 	<p><i>Leads to successful skill development through application of proven methods and techniques geared specifically to the needs of adult learners</i></p>
<ul style="list-style-type: none"> • Case studies 	<p><i>Broadens participants knowledge, insights and capabilities from the best-practices of other companies</i></p>
<ul style="list-style-type: none"> • Participant company-based case studies and real-life projects 	<p><i>Improves expertise in the context of the participant's unique environment with the opportunity to create solutions for real problems within his or her firm</i></p>
<ul style="list-style-type: none"> • Experiential learning-applying skills to real-life activities 	<p><i>Improves the likelihood that new skills will translate and be adopted in the work environment</i></p>
<ul style="list-style-type: none"> • Systems approach 	<p><i>Participants learn to design training and education in the context of overall organizational objectives</i></p>
<ul style="list-style-type: none"> • Collaborative learning approach 	<p><i>Enriches and expands knowledge and skill acquisition through peer engagement</i></p>
<ul style="list-style-type: none"> • Technological relevance 	<p><i>Applies to e-learning and blended learning solutions</i></p>
<ul style="list-style-type: none"> • Flexible scheduling and fee structure 	<p><i>Adapts to the needs of the firm by providing flexible scheduling for program delivery (from 6 to 18 months) and menu-based options to fit into budget constraints</i></p>

III. INSTRUCTIONAL DESIGN AND DEVELOPMENT COMPETENCIES

The Instructional Design and Development focuses on developing 10 critical core competencies. These competencies are integrated across the curriculum; revisited and reinforced throughout the program.

Figure 1 illustrates the ten critical competency areas that are developed and fostered throughout the program.



IV. PROGRAM CANDIDATES

The target audience for this program includes individuals who are new to the field of corporate training and education, as well as human resource generalists, organizational development specialists, technical specialists who make decisions about training and anyone whose primary responsibility includes managing designing, developing or delivering education, training and/or organization development programs.

V. LEARNING ENGAGEMENT MODEL

The Instructional Design and Development Program is highly interactive, and employs real-life student case studies whenever possible. Students may be asked to read cases and relevant materials and work on case study projects between classes. Projects will be presented to the class for insights, ideas, critical analysis, feedback and collaborative learning. Courses are stand-alone and may be taken individually. When this option is chosen, pre-requisite knowledge and skills are part of a review session presented at the beginning of each class.

VI. INSTRUCTIONAL DESIGN AND DEVELOPMENT PROGRAM COURSE DESCRIPTIONS

The program consists of seven stand-alone modules that can either be taken in the pre-defined order (recommended) or based on a client-defined schedule. Each module focuses on a specific part of the instructional design and development cycle.

VII. CERTIFICATE PROGRAM REQUIRED COURSES AND ELECTIVES

The Instructional Design and Development Certificate Program consists of 6 required courses and 2 electives. PPG partners with the Boston University Center for Management Develop and PPG's client can choose to receive a Boston University Certificate upon completion of this program.

Required Courses

- Instructional Design I: *Key principles for Learner-Focused Performance-Based Instruction*
- Instructional Design II: *Tools and techniques for creating measurable, performance-based professional development program*
- Training and Education Facilitation Skills: *Optimizing the Learner Experience*
- Assessing Training and Development Needs to Support Business Goals: *Getting it right, ensuring the training his the mark*
- Designing Education and Training Assessment and Evaluation Tools: *Measuring effectiveness ensures business success*
- Communicating With Influence: *Strategies for personal and team success*

Elective Courses (Select two)

- Project Management Skills for Instructional Development: *On-time and within-budget course development*
- Managing Interpersonal and Organizational Conflict: *Differences are the seed of creativity and achievement*
- Leading and Managing Change: *The only constant is change*



VIII. BOSTON UNIVERSITY CERTIFICATE

Peak Performance Group has a unique 20+ year-old partnership with the Boston University Center for Management Development. The Instructional Design and Development Program, upon client request, can earn a **Boston University Certificate in Instructional Design and Development**.



Instructional Design I

Key Principles for Learner-Focused Performance-Based Instructional Designs

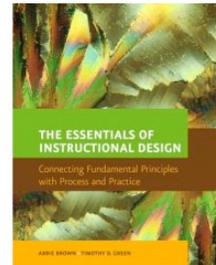
Do you know anyone who has ever taken a course and, as a result, his or her behavior changed very little, if at all? Have you ever designed or developed a program that did not result in quite the behavior or performance change that you had hoped for? If the answer to either of these questions is yes, the likely culprit is the instructional design of the program. Designing adult learning experiences that lead to real-life, self-sustained behavior and attitude change is one of the most challenging tasks that education, training, and organization development professionals face.

The primary goal of an instructional design is to create learning opportunities that lead to long-term, self-sustained performance change by the participants. Research in adult learning and education over the last thirty years has identified specific approaches and applied theoretical principles necessary to engage learners, motivate them to want to learn and develop, and to lay the foundation that leads to personal change. This is a highly interactive learning experience and participants are encouraged to bring actual training projects to use as cases throughout the course.

Who Should Attend: This course is designed for any person who's primary responsibility is the managing, designing, developing or delivering adult education and training programs.

Course Length: 3 Days

Student Materials: *Instructional Design I
Participant Guide*, 350 pages



Benefits

- Apply and integrate principles of adult learning theory in every aspect of your design, development of materials and delivery of the learning experience
- Analyze and translate the competency requirements of both organizations and individuals into instructional designs that will result in measurable changes
- Apply techniques to instructional designs that attend to all psychological learning styles
- Design a course curriculum that adapts to the full range of learning styles, applies human change models and stimulates interest in the learning process
- Use methodologies for creating self-sustained performance and attitude change

Instructional Design I (cont'd)

- Create instructional designs and learning experiences that stimulate the motivation in individuals to enthusiastically engage in the learning process, become excited about self-growth, and create plans that lead to long-term self-sustained performance improvement

What You Will Learn

- Understand the stages of adult learning and development and apply that knowledge in designing programs that effectively engage adult learners
- Understand of how education, training and organizational development can be integrated and mutually supportive in meeting the objectives of the business
- Apply key elements of the ADDIE model.
- Design four levels of program evaluation to ensure both the success and effectiveness of the education.
- Use a methodology that encompasses all aspects of instructional development and learning, including: environment assessment, teaching, materials, learning style methodologies, testing and on-going, post-course performance evaluation
- Integrate and adapt learning style methodologies to your instructional design and materials development.

Instructional Design II

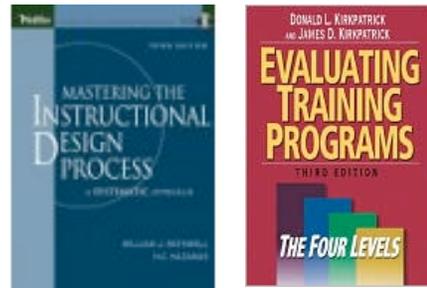
Tools and Techniques for Creating Measurable, Performance-Based Professional Development Programs

How do you create a course design and then ensure that your design results in specific, planned performance changes? This course provides some of the answers to that question. Instructional design that leads to predictable and measurable performance improvement and competency development can be as much a science as an art. This second of two courses teaches participants to create a comprehensive course design, including the development of a course design document, to the level of the delivery design, and all related design documentation. This is a highly interactive learning experience and participants are encouraged to bring actual training projects to use as cases throughout the course.

Who Should Attend: This program is designed for experienced instructional design professionals who are responsible for managing, designing, developing or delivering education, training and/or organizational development programs.

Course Length: 3 Days

Student Materials: *Instructional Design II Participant Guide*, 350 pages



Prerequisite: Instructional Design I: Key Principles for Learner-Focused and Performance-Based Instructional Designs is a recommended prerequisite

Benefits

- Analyze competency requirements of an organization and specific jobs, then, where appropriate, use that analysis to create a comprehensive instructional design
- Create of a comprehensive course design that clearly outlines all requirements of a learning experience, including: levels of competency, performance objectives, exercises, materials requirements, timing charts and critical resources
- Identify and design performance-based competency objectives and develop delivery methodologies that lead to measurable performance change
- Design exercises and student involvement opportunities that will deliver expected performance outcomes

Instructional Design II (cont'd)

- Design student and instructor materials that lead to specific competency-based, performance outcomes
- Design and develop programs that measurably meet the needs of the business

What You Will Learn

- Use a systemic instructional design methodology that encompasses all aspects of instructional development and learning
- Use skills for conducting the four levels of an integrated analysis and design process
- Design competency-based, measurable performance objectives using a well-defined and proven approach
- Develop methodologies to conduct on-going validation analyses to ensure that education and training programs are meeting performance outcome expectations identified from the needs of the business
- Create measurement tools to assess individual performance against competency objectives in the short-term, mid-term and long-term ranges
- Develop tools to conduct Level I, II, III and IV assessments

Assessing Training and Development Needs to Support Business Goals

Getting it Right, Ensuring the Training Hits the Mark

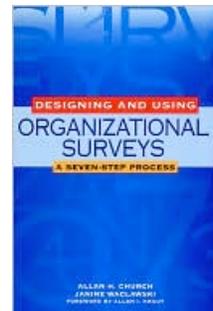
A high-level organization assessment for the purpose of identifying training and development needs is one of the most critical tools in supporting organizational efforts of growth and marketplace adaptability. A well-designed and executed organization assessment identifies the knowledge, skills and abilities that employees need to attain individual goals that ultimately support the business goals of the enterprise as a whole. The assessment process also identifies structural and process issues that may be negatively impacting individual and organizational performance.

In this case-driven course you will learn to conduct assessments that analyze business needs and then translate these needs into training and education curriculum.

Who Should Attend: Trainers, managers, executives, human resource development, generalists, organization development specialists, and technical specialists who make decisions about training, human resource programs, and coaching as part of their responsibilities.

Course Length: 3 Days

Student Materials: *Assessing Training and Development Needs Participant Guide*, 300 pages



Benefits

- Conduct a training and development assessment using a systemized process using tried and true methodologies
- Forecast your organization's training and development needs using a systematic approach to compare current and future business needs
- Design core competency models to support business requirements
- Design a training and development curriculum that supports overall business goals
- Integrate training and development goals and objectives into the business plan

Assessing Training and Development Needs... (cont'd)

What You Will Learn

- Understand when and how to use a formal needs assessment process
- Use effective techniques to gather relevant information from internal and external clients
- Apply a model for identifying business goals and translating these into the design of overall curriculum
- Apply organizational analysis tools to accurately diagnose performance issues
- Conduct a 60/20/20 analysis to isolate for root cause in the structural, process and human systems areas
- Create training and development programs for the progressive growth of everyone in the organization from individual contributors through senior management

Designing Education and Training Assessment and Evaluation Tools

Measuring Effectiveness Ensures Business Success

What are the most effective and cost efficient methods to identify the training and education needs for an organization? And, how do you ensure these programs are meeting performance outcome expectations? In this course you will learn how to design, administer, and analyze the results of five primary data collection tools. You will also learn how to conduct on-going validation analyses and assess individual and work-related performance against specifically defined competency objectives.

Who Should Attend: Trainers, managers, human resource development generalists, organization development specialists, and technical specialists who make decisions about training.

Course Length: 2 Days

Student Materials: *How to Design Education and Training Assessment and Evaluation Tools Participant Guide*, 300 pages.



Benefits

- Use of effective techniques to gather relevant information from internal and external clients to identify training needs and develop competency-based curriculum
- Skills required to immediately identify necessary program revisions
- Assess training effectiveness by incorporating evaluation into your program design and development
- Attain on-going measurements of success to ensure continued value-add learning experiences for participants

What You Will Learn

- Identify risks and benefits of formal and informal data gathering methods
- Examine and use five primary data gathering methods: interview, observations, focus groups archival data and surveys
- Design and use data collection tools including interviews, observations, focus groups, archival data, surveys, and questionnaires
- Use computer based assessment and evaluation methods as a means of gathering data and analyzing results
- Apply various data gathering techniques to real-life cases that results in collecting the right data in as efficient manner as possible

Training and Education Facilitation Skills

Optimizing the Learner Experience

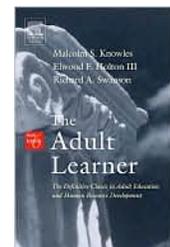
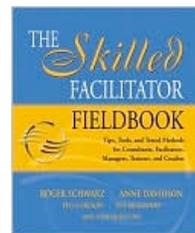
Effective learning requires a combination of solid instructional materials, well-designed delivery and learning methodology and an effective instructor who can facilitate in the best interest of the participant and his or her needs.

This course provides consultants, facilitators, managers, leaders, trainers, coaches, and anyone whose success depends on effective facilitation the tools, exercises, models, tips, and techniques that will help them develop sound responses to a wide range of learner, group, instructional design, and other challenging situations.

Who Should Attend: Trainers, managers, human resource development generalists or anyone who is responsible for facilitating learning-based meetings, events and courses.

Course Length: 2 Days

Student Materials: *Training and Education Facilitation Skills Participant Guide*, 300 pages.



Benefits

- Optimize the development of the participants and learners by applying effective facilitation tools and techniques
- Utilize templates for every stage of the facilitation process
- Obtain outcomes necessary to support individual learner and business goals
- Manage challenging behaviors that occur in the classroom and general group process

What You Will Learn

- Techniques for facilitating complex courses, requiring adaptation by the instructor
- Methods for facilitating problem solving and case study types of instructional events
- How to recognize individual participant needs and adapt one's style to their needs
- To develop evaluation tools to measure the effectiveness of the group and the facilitator
- How to design approaches to optimize the goals of the course, learners and general needs of the meeting.

Project Management Skills for Instructional Development

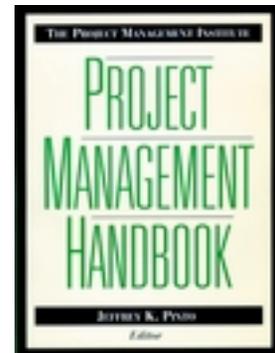
On-Time and Within-Budget Course Development

This program introduces the concepts and tools of project management and enables participants to implement specific processes and tools to reduce the number of problems they experience in the management of training projects. Attendees will have an opportunity to experience how project management can be used in their workplace environment. Upon completion of this seminar, individuals will be able to apply basic project management tools to further enhance their success and efficiency relative to their current training and development project activities.

Who Should Attend: Managers, project leaders, team leaders and anyone else responsible for managing the successful outcome of training and development projects, including course development.

Course Length: 3 Days

Student Materials: *Project Management Participant Guide*, 250 pages



Benefits

- Sequence, schedule, and assign project tasks
- Allocate and reallocate resources to maintain the project schedule
- Identify problems early and take corrective actions
- Formulate and communicate status information to senior managers
- Manage resource allocation across several projects
- Manage financial, personnel, and material resources of a project
- Manage a systems method of instructional development

What You Will Learn

- Recognize situations in which project management should be used
- Use work breakdown structures and mind-mapping to identify project tasks
- Use graphical tools for describing, monitoring, and controlling project activities
- Analyze the training/hiring mix to develop the needed staff skills inventory
- Identify inter-project dependencies and their impact on scheduling